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ABSTRACT

This manual explains how to administer the instrument, Guidance Program Assessment--Secondary School, and suggests ways to interpret the data obtained. The assessment instrument is comprised of five sections that are directed toward areas of importance in implementing a guidance program: school helping processes, teacher feedback inventory, personal development short courses, personal problem solving, and counselor rating scale. This manual contains interpretive information for both computer analysis and hand computation of the data. Hand computational aids and the survey instrument are appended. Other related documents contain the administration manuals for the following: the Life Career Development Needs Survey for elementary students (CE 019 697), secondary students (CE 019 698), and adults (CE 019 699); guidance program assessment instruments for elementary schools (CE 019 694) and postsecondary and adult programs (CE 019 696); and three community survey instruments (CE 019 693). These assessment instruments are related to a comprehensive career guidance model developed by the Georgia State Department of Education. (See ERIC document ED 160 850 for a detailed description of the elementary and secondary career guidance model; CE 019 692 describes the model for postsecondary and adult programs.) (BM)

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GUIDANCE PROGRAM ASSESSMENT

SECONDARY SCHOOL

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GEORGIA CAREER GUIDANCE PROJECT
ELEMENTARY SCHOOL

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INTRODUCTION

This manual explains how to administer the GUIDANCE PROGRAM ASSESSMENT - SECONDARY SCHOOL and suggests ways to interpret the data obtained.

The assessment instrument is comprised of five sections that are directed toward areas of importance in implementing a guidance program: School Helping Processes, Teacher Feedback Inventory, Personal Development Short Courses, Personal Problem Solving, and Counselor Rating Scale. The guidance elements sampled by these sections reflect the philosophy that guidance involves the total school staff.

Data from the GUIDANCE PROGRAM ASSESSMENT - SECONDARY SCHOOL may be processed through computer analysis or through hand computation. Information about interpretation of the instrument allows for either method to be utilized.

DIRECTIONS FOR ADMINISTRATION

The GUIDANCE PROGRAM ASSESSMENT - SECONDARY SCHOOL instrument is designed for grades 7-12. It may be administered in an individual or a group setting. It is preferable to administer the entire instrument in one session; however, when this is not possible, the instrument may also be given in complete sections (Parts I, II, III, IV, and V each comprise a complete section).

Instruct the students to write the school name and date on the designated lines on the front page of the instrument and to fill in the circle for their sex and their grade. A name grid is provided for giving their last name and first initial. Schools that are using the data only for guidance program evaluation may choose to have students omit their names. If follow-up studies or individualized applications are a possibility, filling out the name grid would be necessary.

The instructions and directions for responding to the assessment instrument are self-explanatory; however, questions should be encouraged if any student is unclear about what he/she is to do. Instructions and directions may be read aloud to the students whenever necessary. If the instrument forms are to be machine-scored, it is especially important that the INSTRUCTIONS be followed precisely; this should be stressed to the students.

There is no time limit for completing the instrument. Each student may take as much time as necessary to complete each section. The administrator of the assessment instrument should collect the papers as the students finish.

INSTRUMENT INTERPRETATION

A variety of factors enter into the interpretation and utilization of data from this instrument. In addition to objective data, factors related to a particular school situation are important as a framework for analyzing the instrument results. Staff composition and pattern, school population, financial and personnel resources are examples of such factors which are unique to each school and which influence data interpretation. This manual cannot attend to all the implications of the varying combination of these factors. Each school system will need to generalize basic interpretation suggestions of this manual to their own specific situation.

The kind of objective data that can be obtained from the instrument is described in this manual. This data can best be expressed in the form of percentages. Important implications for program planning are identified by using group percentage information. Data from specific students are useful as a tool for individualizing educational programs to meet their needs. A school may wish to develop normative data for the local district; state norms may be developed at a later date. While this manual does not describe the procedures for accumulating this type of data, it is recommended that this be done by any school system which uses this instrument extensively.

PART I: SCHOOL HELPING PROCESSES

In this section some important guidance functions (helping processes) performed by the school staff are examined. This data provides indications of the level of services available and the effectiveness of these functions, and helps to establish specific priorities.

1. Level of Services: The percentage of YES responses and of NO responses reveals the students' perceptions of the guidance functions occurring in their school. If there is a low percentage of YES responses, two possibilities are implied: either the level of services or functions is actually low, or the existence of the functions is not adequately communicated or demonstrated.

2. Effectiveness: The percentage of SATISFACTORY and of UNSATISFACTORY responses signifies the students' perceptions of the effectiveness of the school's guidance services and functions. This data may be examined by looking at the total percentage of SATISFACTORY and UNSATISFACTORY responses and by condidering the percentage figures for each individual item.

3. Specific Priorities: Priorities can be determined by considering the percentage of HIGH NEED responses and of LOW NEED responses for those statement which students indicate are "not true" in their school. Statements receiving the greatest percentage of HIGH NEED responses warrant high priority attention from the school staff. The high priority students give these statements may suggest the need for a reordering of staff responsibilities, time and priorities, or for further staff development in specific areas, or for improved communication to the students of the services and functions available to them.

PART II: TEACHER FEEDBACK INVENTORY

This section surveys students' perceptions about the school's teaching staff. The data can be used as evidence of the teaching climate

and to identify specific teaching functions needing attention.

1. Teaching Climate: The total percentage of responses for each letter indicates to what degree students believe teachers in their school are fulfilling important teaching functions. A high percentage of letter D responses (very few teachers-less than 25%) implies a negative teaching climate. Students perceive the teaching climate more positively if the percentage figures are greater for C or B and most positively if letter A (most teachers-more than 75%) receives the highest percentages of responses.

   If letter E (Can't say, no opinion) receives a high percentage response, it may be an indication that students see the teaching functions as being unclearly established or determined.

2. Specific Teaching Functions: Individual teaching functions or activities can be examined using the percentage figures of A, B, C, D, and E responses for each. Through this item analysis the staff can identify which areas most require their attention.

PART III: PERSONAL DEVELOPMENT SHORT COURSES

This portion of the instrument determines the level of student interest in various personal development topic areas. Those areas selected by a high percentage of students have desirable potential as short courses in the school curriculum. A series of short courses, or mini-courses, could be organized around these preferred areas.

PART IV: PERSONAL PROBLEM SOLVING

This section examines student choices of helping persons when problems and concerns arise. This data can be used to (1) obtain indicators of the school helping climate, (2) determine general student preference for individual helpers at school and (3) ascertain those helpers students prefer when dealing with specific concerns.

1. Helping Climate: Note the preferences for school personnel being selected as the primary helping source. Total percentage data will give na indication of how open and available the students perceive the school staff, as well as how helpful they believe them to be.
2. Individual Helper: Specific resource persons which the students choose is revealed by the percentage of times each individual resource is selected. Is any resource person not chosen at all by students? Is any resource person chosen disproportionately high or low? If the balance of choices for help does not fit the staffing pattern of the school, some reordering of time or responsibilities may need to be considered. The information may also indicate particular staff development needs.
3. Helper-Problem Match: It is also possible to determine which resource person students prefer most when faced with a particular concern. This preference is indicated by the percentage of choice of each resource person for individual problem areas. This knowledge may allow the staff to use their resources in a way that takes the greatest advantage of the students' positive feelings.

PART V: COUNSELOR RATING SCALE

Important personal and professional counseling traits are reviewed in this section. The data indicates student perceptions of the general counseling climate and of specific counseling traits.

1. Counseling Climate: Implications about the general counseling climate are ascertained through examining the overall percentage figures and the overall mean for the rating scale. The total percentage of +3, +2, +1, 0, -1, -2, and -3 responses to the scales shows how favorably the counseling climate is viewed. This information is also obtained by computing the mean score for all student responses.
2. Specific Counseling Traits: Student perceptions about specific traits can be determined by reviewing the percentage figures and the mean for the responses to each pair of traits.

Appendix: Guidance Program Assessment
Secondary School

Revised 6/77 School Name _____ Date _____

Sex: ○ Male ○ Female Grade: 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○

Last Name

○	○	○	○	○	○	○	○	○	○
Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ
Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ
Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ
Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ
Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ
Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ
Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ
Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ
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Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ
Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ
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Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ	Ⓝ
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Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ	Ⓠ
Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ	Ⓡ
Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ	Ⓢ
Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ	Ⓣ
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Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ	Ⓥ
Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ	Ⓦ
Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ	Ⓧ
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GUIDANCE PROGRAM ASSESSMENT - SECONDARY SCHOOL

Earl J. Moore, Duane L. Hartley and John C. Dagley

To the Student: Your school staff provides various guidance services intended to create a favorable climate for your learning. Your opinions are important in order to assess the effectiveness of these guidance services. The different questions asked on the following pages will help the school staff to more fully understand your ideas and opinions.

INSTRUCTIONS

Use black lead pencil only (#2 or softer). DO NOT use ink or ballpoint pens. Make heavy black marks that FILL CIRCLE completely. Make no marks except within the circles.

PART I: SCHOOL HELPING PROCESSES

DIRECTIONS: The following statements describe some ways your school tries to assist you at school. Follow this three step procedure for each item.

STEP 1. Read each statement. Is this statement true in your school?
Fill in the circle for YES (Y) or NO (N) to show your answer.

Step 2. For those statements with a YES answer, is the service or condition satisfactory or unsatisfactory?
Fill in the circle for SATISFACTORY (S) or UNSATISFACTORY (U) to show your answer.

Step 3. For those statements with a NO answer, to what degree is the service or condition needed in your school?
Fill in the circle for HIGH NEED (H) or LOW NEED (L).

	Step 1 True?		Step 2 If Yes		Step 3 If No	
	YES	NO	SATISFACTORY	UNSATISFACTORY	HIGH NEED	LOW NEED
1. Guidance staff members are sensitive to concerns about getting along with members of differing racial and ethnic groups.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
2. Orientation experiences are arranged for students as they enter a new school level, e.g., entering Senior High School.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
3. Guidance staff are available to discuss with students their concerns related to being "in" or "out" of social groups.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
4. Students have the opportunity for actual on-the-job experience so that they know what it is like to be in the daily work environment....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
5. Group guidance sessions are provided for parents to help them understand and communicate with youth.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
6. Students have opportunities to know faculty personally and to work with them outside the classroom.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
7. Students are provided with opportunities to visit with people whose life styles seem appealing to them.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ
8. Students have opportunities to participate in activities outside of class and outside the school setting.....	Ⓨ	Ⓝ	Ⓢ	Ⓤ	Ⓗ	Ⓛ

Step 1. Statement true? YES or NO
Step 2. If yes, SATISFACTORY or UNSATISFACTORY
Step 3. If no, HIGH NEED or LOW NEED

	Step 1 True?		Step 2 If Yes		Step If N	
9. Group guidance courses are provided for learning skills development in such areas as study habits, reading, test taking, writing & speaking..	Y	N	S	U	H	
10. Guidance staff are available to talk with students about relations with the opposite sex.....	Y	N	S	U	H	
11. A cooperative school atmosphere and a sense of school pride is fostered.....	Y	N	S	U	H	
12. Opportunities are provided for in-depth exploration of careers which relate to my interests and abilities.....	Y	N	S	U	H	
13. Guidance staff are available to talk with students about relationships with teachers.....	Y	N	S	U	H	
14. Students are allowed freedom in choosing the courses they want.....	Y	N	S	U	H	
15. Opportunities are provided students to visit with people employed in their high interest areas.....	Y	N	S	U	H	
16. Group guidance courses are provided for the development of interpersonal relationships, e.g., peers, parents, adults.....	Y	N	S	U	H	
17. Students can get help in finding part-time or summer work.....	Y	N	S	U	H	
18. School provides an advisor (teacher or counselor) who is thoroughly acquainted with each student's needs and attends to the individual development of each student.....	Y	N	S	U	H	
19. Students are allowed to have access to personal records such as test scores, grades, and school activities information.....	Y	N	S	U	H	
20. Parents are actively involved in students' career planning.....	Y	N	S	U	H	
21. Guidance staff are available to talk with students about school rules, regulations and procedures.....	Y	N	S	U	H	
22. Career development centers are available to students where they can get information about careers.....	Y	N	S	U	H	
23. Opportunities are provided for independent study and individualized instruction.....	Y	N	S	U	H	
24. Opportunities are provided for student rap sessions (open group discussion) about common concerns and issues.....	Y	N	S	U	H	
25. Guidance staff are available to talk with students about relationships with parents.....	Y	N	S	U	H	
26. Opportunities are provided for students to engage in community service activities that relate to their interests and concerns.....	Y	N	S	U	H	
27. Opportunities are provided for students to help each other learn, including tutoring and peer counseling.....	Y	N	S	U	H	
28. Advisors are available to help students identify courses and experiences relevant to their future career plans.....	Y	N	S	U	H	
29. A guidance staff member is available to students when they want to talk.....	Y	N	S	U	H	
30. Students are provided opportunities to share in decisions that affect them and their learning progress.....	Y	N	S	U	H	
31. Faculty are encouraged to become interested in the students' point of view.....	Y	N	S	U	H	
32. Students are allowed to participate in the forming of rules and regulations concerning student behavior.....	Y	N	S	U	H	
33. Students are provided with help in finding employment when they leave school.....	Y	N	S	U	H	
34. Students are helped to develop their own career experience record (a long term logging of their activities and accomplishments).....	Y	N	S	U	H	
35. Short term (mini course) instruction dealing with topics of special interest are provided.....	Y	N	S	U	H	
36. Staff member(s) serves as student advocate, attending to student needs and intervening when necessary in school or community affairs...	Y	N	S	U	H	
37. Provisions are made to accomodate the special needs of handicapped students.....	Y	N	S	U	H	
38. Guidance staff are available to talk with students about their abilities and academic achievement.....	Y	N	S	U	H	

PART II. TEACHER FEEDBACK INVENTORY

DIRECTIONS: Read each statement below. How characteristic (or "true") is it of the teachers at your school? Using the box to the right as a guide, fill in the circle which shows your answer for each statement.

A	Most teachers (more than 75%)
B	Many teachers (between 50% and 75%)
C	Some teachers (between 25% and 50%)
D	Very few teachers (less than 25%)
E	Can't say, no opinion

	A	B	C	D	E
1. Teachers clearly outline and organize their courses	O	O	O	O	O
2. Teachers encourage classroom discussion	O	O	O	O	O
3. Teachers make class material relevant to current trends & events	O	O	O	O	O
4. Teachers involve students in the choice of class goals and classroom activities	O	O	O	O	O
5. Teachers give friendly help to any student having problems with classwork	O	O	O	O	O
6. Teachers make sure that students understand the work done in class	O	O	O	O	O
7. Teachers are fair and impartial when grading or evaluating student assignments	O	O	O	O	O
8. Teachers maintain proper control - not too much, not too little	O	O	O	O	O
9. Teachers encourage students to do independent work	O	O	O	O	O
10. Teachers are understanding of students' academic stress	O	O	O	O	O

	A	B	C	D
11. Teachers stimulate students to think and be imaginative	O	O	O	O
12. Teachers succeed in making their courses interesting to students	O	O	O	O
13. Teachers are clear about what they expect in assignments & tests	O	O	O	O
14. Teachers encourage students to pursue their special talents, abilities, and interests	O	O	O	O
15. Teachers genuinely care what happens to students	O	O	O	O
16. Teachers help students to frequently experience success	O	O	O	O
17. Teachers encourage students to help each other learn	O	O	O	O
18. Teachers do not make a "big thing" of student mistakes in class	O	O	O	O
19. Teachers provide opportunities for students to discuss things that are important to them	O	O	O	O
20. Teachers provide enough guidance to insure that each student knows where he/she is now and where he/she is going	O	O	O	O

PART III. PERSONAL DEVELOPMENT SHORT COURSES

DIRECTIONS: Fill in the circle for each topic of interest which you feel would be valuable to offer as part of a group of short courses.

- O improving study skills
- O assertiveness training
- O employability skills, e.g., writing resumés, job-seeking skills, job interviewing
- O speed reading
- O improving speaking skills
- O recreational and leisure time activities
- O psychological education, e.g., understanding self, human behavior
- O preparation for parenthood
- O career exploration
- O drug/alcohol abuse
- O financial management, e.g., securing loans, budgeting, consumer skills
- O values clarification
- O improving writing skills
- O legal services, e.g., use of lawyer, Legal Aid, court procedures
- O human relation skills, e.g., friendships, dating, family relationships
- O sex education

PART IV. PERSONAL PROBLEM SOLVING

DIRECTIONS: If you felt you needed advice in any of the following areas, who would be the one person in each area you would most likely turn to first for advice? Using the box to the right as a guide, fill in the circle which shows your answer for each area.

Person I would turn to first

- A Teacher
- B School counselor
- C Parent
- D Clergy-minister, priest
- E Other adult not in my family
- F Someone my own age
- G I would try to solve the problem myself
- H I don't know

Area	A	B	C	D	E	F	G	H
1. Adjusting to school	O	O	O	O	O	O	O	O
2. Advice about college admission	O	O	O	O	O	O	O	O
3. Classwork concerns	O	O	O	O	O	O	O	O
4. Relations with the opposite sex	O	O	O	O	O	O	O	O
5. Personal problems	O	O	O	O	O	O	O	O
6. Choosing a vocation	O	O	O	O	O	O	O	O
7. Trouble with reading or study skills	O	O	O	O	O	O	O	O
8. Finding a job during school	O	O	O	O	O	O	O	O
9. Solving financial problems	O	O	O	O	O	O	O	O
10. Finding a job after graduation	O	O	O	O	O	O	O	O
11. Ethical or moral problems	O	O	O	O	O	O	O	O
12. Drugs	O	O	O	O	O	O	O	O
13. Teacher conflicts	O	O	O	O	O	O	O	O
14. Racial problems	O	O	O	O	O	O	O	O
15. Parent conflicts	O	O	O	O	O	O	O	O
16. Religious commitments	O	O	O	O	O	O	O	O
17. Getting along with friends	O	O	O	O	O	O	O	O
18. Joining clubs or social groups	O	O	O	O	O	O	O	O
19. Buying a car	O	O	O	O	O	O	O	O
20. Finding out how I affect others	O	O	O	O	O	O	O	O

PART V. COUNSELOR RATING SCALE

DIRECTIONS: Think of the counselor in school you know best. Refer to this counselor as you consider the following rating scales. Listed below are scales for pairs of opposite character traits. How would you rate the counselor on each scale? There are seven possible ratings. The closer your rating choice is to the trait the more that trait is like the counselor you have in mind. Fill in the circle which best describes your opinion on each scale.

uncooperative	O	O	O	O	O	O	O	helpful
valuable	O	O	O	O	O	O	O	worthless
influential	O	O	O	O	O	O	O	powerless
biased	O	O	O	O	O	O	O	open-minded
progressive	O	O	O	O	O	O	O	traditional
creative	O	O	O	O	O	O	O	rigid
dull	O	O	O	O	O	O	O	humerous
uninformed	O	O	O	O	O	O	O	knowledgeable
pessimistic	O	O	O	O	O	O	O	enthusiastic
capable	O	O	O	O	O	O	O	inadequate
lazy	O	O	O	O	O	O	O	energetic
thoughtful	O	O	O	O	O	O	O	inconsiderate
accepting	O	O	O	O	O	O	O	rejecting
untrustworthy	O	O	O	O	O	O	O	trustworthy
patient	O	O	O	O	O	O	O	pushy
interesting	O	O	O	O	O	O	O	boring